



The Effect of Using Elsa Speak App for First-Semester Students' English Speaking Proficiency

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Abstrak

Dalam pembelajaran bahasa Inggris, mencapai kemahiran berbicara yang memadai dan akurat sangatlah penting. Sebagai salah satu aplikasi yang menjawab kebutuhan kemahiran dalam berbicara ini, aplikasi ELSA Speak telah menjadi alat utama bagi para pelajar bahasa Inggris. Meskipun ada banyak penelitian yang membahas tentang keefektifan aplikasi ELSA Speak untuk sekolah menengah, namun masih sedikit perhatian yang diberikan pada penelitian di tingkat Pendidikan Tinggi. Mempertimbang hal ini, tujuan utama dari penelitian ini adalah untuk menyelidiki keefektifan aplikasi ELSA Speak dalam meningkatkan kemahiran berbahasa Inggris bagi mahasiswa di Jurusan Pendidikan Bahasa Inggris UIN Jakarta. Dengan menggunakan metode kuantitatif, penelitian ini memilih desain pre-eksperimental nonequivalent dimana kinerja satu kelompok yang terdiri dari 31 siswa diukur. Temuan penelitian menunjukkan bahwa aplikasi ELSA Speak secara efektif mendorong peningkatan kefasihan dan akurasi dalam memperoleh keterampilan berbicara siswa EFL. Khususnya, aplikasi ini merangsang pembelajaran otonom melalui fitur utamanya, yaitu umpan balik instan AI.

Kata Kunci: Aplikasi ELSA Speak, Pembelajaran Bahasa, Teknologi, Kemahiran Berbicara.

Abstract

In English language learning, achieving adequate and accurate spoken proficiency is crucial. As one of the applications responding to this speaking needs, the ELSA Speak App has become a central tool for language learners. Despite the broader studies on the effectiveness of the ELSA Speak App for secondary school in the literature, less attention has been given to the higher education level study. Considering this condition, the principal objective of this research was to investigate the efficacy of the ELSA Speak App in enhancing English speaking proficiency for students in the Department of English Education UIN Jakarta. Employing a quantitative method, the study selected the pre-experimental design with a nonequivalent pretest-posttest configuration where the performance of one group of 31 students was measured. The study's findings show that the ELSA Speak App effectively fosters fluency and accuracy enhancements in acquiring EFL students' Speaking skills. Notably, the app stimulates autonomous learning through its key feature, AI instant feedback.

Keywords: ELSA Speak App, Language Learning, Technology, Speaking proficiency.

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INTRODUCTION

In the rapidly advancing digital age, the significance of practical communication skills has never been more pronounced. Proficiency in language acquisition stands as the cornerstone of practical communication skills, and the language learning process has undergone a profound transformation with the advent of technology. Language learning starts to thrive with novel challenges as we encounter a new era of technology 5.0. Nevertheless, the utilization of technology in language education has gained significant importance, both within and beyond traditional classroom settings. As defined by Shadiev et al. (2020), technology encompasses the systematic use of technological processes, methods, or information to achieve educational objectives. Given rapid advancements in technology, it is evident that language learning has significantly benefited. Therefore, language learning now has access to various digital tools and resources.

Proficiency in English speaking is deemed of utmost importance as it has become an international usage used in various real-life application contexts, encompassing global communications, commerce, and higher education. Nevertheless, Indonesian students continue to grapple with inadequacies in their speaking abilities and find difficulties when it comes to articulating their thoughts openly (Batang, 2016). The lack of available time and opportunities for students to engage in real-life conversational practices remains a prominent concern. Moreover, as most Indonesians are non-native English speakers and have limited access to native speakers, their proficiency in English pronunciation remains low. Previous studies by Sholeh and Muhaji (2015) have underscored that a significant number of students in Indonesia still carry the influence of their mother tongue within their English pronunciation. Consequently, students face considerable hurdles in attaining a natural proficiency in English.

Consequently, it becomes evident that effective oral communication is not only a linguistic proficiency but also a transferable skill with far-reaching implications with the support of technology. This significantly expands language learners' access to digital communication tools for practicing speaking skills (SoHee, 2018). The ability to articulate thoughts and ideas fluently in English is highly sought after by employers across diverse sectors, ultimately shaping graduates' trajectories. To bridge the gap between the critical need for practical oral communication skills and the challenges Indonesian students face in achieving proficiency in spoken English for real-life application, this research provides strategies to enhance oral proficiency through technology-mediated learning with ELSA Speak in particular. SoHee (2018) emphasized the invaluable role of media technology in offering language learners endless opportunities to explore and communicate, opening doors to many career opportunities.

The integration of technology in language learning, particularly in the context of English language acquisition, is undeniably evident, and technology has transformed the landscape of language education. Therefore, integrating technology has facilitated more captivating and efficient teaching and learning sessions, particularly in language education (Pazilah et al., 2019). Moreover, in the context of English language acquisition, oral proficiency, or speaking skills, it is noteworthy that enhancing these skills has become a central focus. This aligns with Nunan (1991), as cited in Chand (2021), who stated that one English language skill that any foreign language learner must master is to speak English fluently in day-to-day contexts or formal situations. For this reason, speaking has become one of the foremost skills demanding development and refinement for effective communication (Leong & Ahmadi, 2017).

Additionally, it is worth noting that technology has facilitated novel opportunities to enhance the English learning process through the application medium. These technological innovations hold significant promise, particularly in English language acquisition. Among the commendable applications for English language learning is the ELSA Speak platform. ELSA (English Language Speech Assistant) is a technological tool created to assist students in honing their English-speaking abilities in this setting (Sari et al., 2023). This platform can identify pronunciation mistakes and offer improvement through detailed feedback and

suggestions using Artificial Intelligence (AI). English language skills can be mastered at any time and in any place. Consistent practice with ELSA Speak can be instrumental in elevating English speaking proficiency. Likewise, a recent study conducted by Sari et al. (2023) utilizing the ELSA program as an instructional tool has the potential to maintain enhancements in students' speaking capabilities and equip educators with valuable insights into the application's effectiveness in augmenting students' oral proficiency. Akhmad and Munawir (2022) stated that the students are interested in and positively perceive using the ELSA Speak App application. This aligns with Aeni et al. (2021), who argue that implementing intensive speaking using the ELSA application effectively boosts students' motivation levels, resulting in greater participation and heightened enthusiasm for learning.

The principal objective of this research was to investigate the efficacy of the ELSA Speak App in enhancing English speaking abilities and providing strategies to enhance them for students in the Department of English Education (DEE) UIN Jakarta. Employing a quantitative method pre-experimental design with a nonequivalent pretest-posttest configuration, the study is guided by one research question: How well is the ELSA application enhancing students' speaking skills?.

Oral Proficiency

Verbal communication is an integral component of the language acquisition process (Kayi, 2006, as cited in Batang, 2016). Wolff (1989) emphasized that oral proficiency pertains to the capability of effectively and accurately communicating in a given language through spoken means. According to Wichadee (2017), individuals with a high level of oral proficiency can adeptly apply their linguistic knowledge in novel situations and diverse contexts. It is deemed as an utmost necessity of today's realities. The factors that lead to second language competency are still unknown despite previous studies on language proficiency, particularly oral proficiency. However, inadequate exposure to the English-mediated environment, a lack of oral practice, and a lack of speaking confidence are some barriers to oral proficiency.

The most crucial of the four fundamental language skills for learning a second language or foreign language is speaking. Speaking skills are considered of the utmost importance by Islam et al. (2022) as they are indispensable for verbal expression. Speaking is also considered to be the procedure of generating and interchanging significance through verbal and nonverbal indications under different circumstances (Kuning, 2019). Good speaking skill is demonstrated by the capacity to produce words that listeners can understand. Therefore, speaking has become an essential component in acquiring a second language acquisition and teaching, according to Brown and Yule (1983), as cited in Karim et al. (2023) for EFL countries.

Factor of Speaking Difficulties

The need for more English language skills within English language learning poses a substantial challenge, significantly affecting their ability to establish effective communication channels. Proficiency in English serves as a critical asset, both for teachers and students. Ur (1991) underscored that four main factors contribute to the challenges of oral proficiency, which are inhibition, lack of motivation, low or uneven participation, and mother tongue use.

Students frequently struggle with inhibition, such as anxiety over making mistakes, fear of potential judgment, or being embarrassed. The capacity to talk relies heavily on proper pronunciation (Vasbieva et al., 2016), thus becoming detailed rationales for the need for English language learners to practice the sound production of unfamiliar words. Clear and precise pronunciation is a crucial micro-skill in the communication process. Nonetheless, communication may become challenging due to inadequate pronunciation. Mastering English pronunciation represents a considerable challenge for EFL learners due to its complex phonological structure (Giba & Ribes, 2011). Proper vocabulary is also an essential element of language acquisition and transmission. Another field that requires precision to improve speech is vocabulary (Ramezanali, 2017;

Schmitt, 2013; Zarei & Mahmoodzadeh, 2017). As a result, effective communication is determined by how relevant the vocabulary is, both speaking and listening. According to Kontogeorgou and Zafiri (2021), improving the structural accuracy of grammar improves the speaking skills of EFL students. They emphasize the importance of teachers helping students learn grammar in order for them to engage in meaningful conversation.

Many students find themselves without a compelling reason to engage in verbal expression actively. Lack of motivation can also come from feeling unsure about why speaking is essential. Maybe you think, "What difference does it make if I talk or not?" This mindset can create a barrier because we do not feel a solid reason to engage in conversation. Internal factors include a lack of motivation and interest in improving their level of speaking skills, a lack of self-confidence, feeling uneasy, and having a relatively restricted vocabulary. Meanwhile, external issues include a scarcity of speaking partners, mainly native English speakers, and a lack of support from their environment (Karim et al., 2023). Lack of motivation is having a hard time finding the energy or interest to talk. Imagine you are in a classroom setting, and the topic does not excite you. You might feel like, "Why bother speaking up? It does not matter." This lack of motivation can make speaking difficult because you do not see the point or the fun in sharing your thoughts.

Within the confines of sizable classroom settings, coupled with the tendency of select learners to dominate conversations, an environment is created where only one participant can effectively communicate at any given moment. This often results in unequal distribution of speaking opportunities. A study conducted by Riadil (2020) has shown that uneven participation occurred when a single student dominated the classroom due to their advanced skills compared to others. Students reported limited opportunities to participate in speaking activities, as only a few active students dominated the discussion. Most of the students felt neglected by the teacher during discussions since they had not previously shown strong participation in speaking activities. In consequence, the teacher only acknowledges a few active participants.

Learners with a common mother tongue usage can also often revert to using it due to its familiarity and perceived ease. Speaking in one's mother tongue can provide a sense of comfort and reduced exposure, thus serving as an additional impediment to the development of target language speaking skills. The study conducted by Riadil (2020) stated that this issue arises when students tend to prefer speaking in their native language rather than the target language during speaking activities. According to the students' feedback, they found it relatively more straightforward to articulate their ideas in Bahasa. Still, they struggled to convey their opinions in English due to inadequate vocabulary, grammar, and pronunciation.

ELSA Speak App

The ELSA Speak Application employs speech recognition technology powered by artificial intelligence (AI) to aid English language learning for learners of various levels of comprehension. Its characteristics include a proven curriculum, a free internet-based dictionary, and a complimentary assessment test to supplement the app's capabilities, making it a practical learning assistance tool (Hanna et al., 2022). Studies have demonstrated that the ELSA Speak application significantly boosts learners' motivation, resulting in a high degree of eagerness and involvement in the learning process. The ELSA Speak application provides students with extensive instruction, native audio support, guided practice, feedback, and simulated conversational exercises, all of which are in the form of gamification and have been proven to increase motivation (Aeni et al., 2021).

In a recent study, students' intensive speaking activities in the ELSA app resulted in a positive response towards the app program as the app also provides a whole paid learning curriculum. The application's influence was attributed to increased motivation and students' autonomous learning. The study analyzes ELSA's favorable effects on students' attitudes toward intensive speaking without employing any subjective evaluations. Additionally, the study has found that using the ELSA Speak app creates a more engaging

learning environment than the traditional lecture method. It also motivated students by allowing them to develop their understanding of the course material and take quizzes in line with gamification principles.

This study hypothesizes that using The ELSA Speak app will improve PBI students' speaking proficiency. The hypothesis is a crucial procedure in modern research that applies in almost all fields and disciplines, particularly when the research concern is to test the likelihood that there are differences between groups regarding their equality, inequality, and order of group means to address the researcher's study research concern for answering the research questions (Tan, 2023).

H1 is a hypothesis stating the existence of a relationship between the independent variable (X) and the dependent variable (Y). Therefore, **H1** labeled as using the ELSA Speak app has improved students' speaking skills.

H0 is a hypothesis stating that there is no relationship between the independent variable (X) and the dependent variable (Y). Therefore, **H0** labelled as the use of the ELSA Speak app does not have an improvement in students' speaking proficiency.

METHOD

Method and Design of the Research

The research methodology used in this study is quantitative, which involves collecting and systematically analyzing numerical data to derive empirical findings and establish statistical relationships. The study was designed as a pre-experimental design with a non-equivalent pretest-posttest configuration. A one-group pretest-posttest design was used to evaluate the group's performance. The one-group pretest-posttest design involves conducting a pre-test before any intervention and a post-test after the treatment implementation (Arikunto, 2010).

Place and Time of the Research

Thirty-one first-semester students enrolled in the speaking course at a tertiary level were included in the study's sampling. The decision to select first-semester students was deliberate to gain insight into their beginning academic journeys, which could provide fundamental aspects of their educational experience.

Research Instruments

The study utilized a single research instrument consisting of a primary component. To carry out pre-test and post-test evaluations, participants underwent the proficiency test of the ELSA Speak application. The proficiency test incorporates 16 prompts and provides a comprehensive assessment of participants' speaking proficiency levels before and after the intervention, ensuring accuracy and consistency in the assessment process. The prompt will feature five aspects to be assessed, specifically word stress, intonation, pronunciation, fluency, and listening.

The first aspect, word stress, represents the student's ability to stress the correct syllables in words with multiple syllables. For instance, students must stress the first syllable in "only" and the second syllable in "about." Following English stress, patterns will help make students' words sound natural and clear. The second aspect, intonation, represents the student's ability to stress the correct words in a sentence. For instance, students have to stress "walked," "park," and "friend" in the sentence "I walked to the park with my friend." By stressing the right words, the intonation will sound more natural, and the sentence will be more precise.

The third aspect, pronunciation, represents the student's ability to pronounce English sounds clearly. This includes vowels and consonants. The next one is fluency; it represents a student's ability to speak smoothly. This includes using natural rhythms and pausing at the correct times. This aspect also helps students to learn how to sound more natural. The last aspect is listening. It represents the student's ability to

distinguish between pairs of similar words, such as “sit” and “seat.” Learning to hear these differences will help students pronounce the sounds, too.

Technique of Data Collection

The Google form was designed to collect pre and post-test data from the students. Students should provide objective descriptions of their identities and levels of English-speaking proficiency. The ELSA Speak apps were used to track their progress, and respondents were required to submit the results of both the pre-and post-test through the Google Form.

Technique of Data Analysis

The experiment employed a t-test single-group pretest-posttest design with the assistance of the Statistical Package for Social Sciences (SPSS) software. This facilitated a solid comparison of mean scores between the pretest and posttest phases, resulting in a comprehensive analysis of the data. The outcomes revealed considerable differences and valuable conclusions regarding the impact of the intervention on participants' responses.

RESULT AND DISCUSSION

Result

This section provides the outcomes of the current investigation. These findings were procured by administering the ELSA proficiency test among 31 first-year students. As previously mentioned above, this examination featured 16 distinct prompts. The ensuing analysis portrays the test results presented below. Before the intervention, a pretest was conducted to evaluate both the pre- and post-test outcomes. The Pre-test and Post-Test results score contain intonation, pronunciation, and fluency, which can be seen in Table 1.

Table 1. Pre-Test and Post-Test Score Result

No	NAMA	SCORE	
		Pre-test	Post-test
1	Student 1	72	72
2	Student 2	60	63
3	Student 3	59	58
4	Student 4	67	72
5	Student 5	62	63
6	Student 6	66	76
7	Student 7	66	66
8	Student 8	84	91
9	Student 9	71	75
10	Student 10	76	76
11	Student 11	64	64
12	Student 12	2	56
13	Student 13	63	68
14	Student 14	59	59
15	Student 15	82	79
16	Student 16	64	56
17	Student 17	67	72
18	Student 18	63	72
19	Student 19	73	88
20	Student 20	55	42
21	Student 21	54	66
22	Student 22	65	68
23	Student 23	66	66
24	Student 24	59	68
25	Student 25	45	72
26	Student 26	60	79
27	Student 27	67	80
28	Student 28	87	82
29	Student 29	80	83
30	Student 30	80	78
31	Student 31	79	79

Therefore, the statistical result can be seen in Table 2.

Table 2. Paired Sample Statistics Result

Paired Samples Statistics					Std. Error Mean
		Mean	N	Std. Deviation	
Pair 1	pretest	65.06	31	15.091	2.710
	posttest	70.61	31	10.369	1.862

Table 2 shows that the students' mean score on the pre-test was 65.06, and the post-test was 70.61. It means that there was an **improvement** after using the ELSA Speak App. The post-test result showed that the number of students taught using the ELSA Speak App was **higher**. The difference between the two tests was computed using the Paired T-Test, which will be addressed in Table 2. The criterion for rejecting or accepting the null hypothesis is a level of significance 0.5 (95% confidence). Suppose the significance value is less than 0.5 ($p < 0.5$ means H_0 was rejected and H_1 was accepted). It implies that using the ELSA Speak App significantly affected the students' oral proficiency. It shows that the treatment was effective.

Table 3. Paired Samples Test Result

Paired Samples Test									
Paired Differences									
					95% Confidence				
		Std.			Interval of the				
		Deviation	Std. Error		Difference		t	df	Sig. (2-
		Mean	n	Mean	Lower	Upper			tailed)
Pair 1	pretest - posttest	-5.548	11.961	2.148	-9.936	-1.161	-2.583	30	.015

Based on the paired t-test statistical test results with a calculated t-score of -2.583 and degrees of freedom (df) of 30, the null hypothesis (H_0) is rejected. The null hypothesis proposed is that the mean scores in the pretest and posttest are the same. Thus, **the alternative hypothesis (H_1), in which the mean scores in the pretest and posttest differ, was accepted.**

The calculated t-score measures how far the actual t-score is from the critical t-score. A negative calculated t-score indicates that the mean pretest score is lower than the post-test. The critical t-score is the score that indicates the boundary between the area of acceptance and the area of rejection of the null hypothesis. The p-score is the probability of getting a calculated t-score that is the same or more extreme than the actual calculated t-score if the null hypothesis is true.

The low p-score (0.015) indicates that the difference between the pretest and posttest scores is unlikely if the null hypothesis is true. Therefore, the null hypothesis is rejected, and the alternative hypothesis is accepted. A negative calculated t-score indicates that the mean score of the pretest is lower than the posttest. This means that the pretest score decreased while the posttest score **increased**. Therefore, the significant difference is that the score increases.

Based on the results of this analysis, it can be concluded that there is a significant difference between the pretest and posttest scores. Analysis of post-test outcomes indicated a significant rise in achievement among students engaged with the ELSA Speak app. Notably, there was a decrease in pretest scores and a subsequent increase in posttest scores, signifying a significant positive difference in the attained scores. This shift underscored a marked **improvement** in students' performance following using the ELSA Speak App within the educational framework.

Discussion

Proficiency in speaking English is often perceived as a formidable challenge in language acquisition as it represents a skill that is the key marker of successful language learning. The use of technical assistance, combined with modern technology and guidance from educators, brings the potential to improve this skill

significantly. Frequent incorporation of technology in teaching has been widely proven to stimulate students' interest and encourage creativity and constructive approaches to learning. Furthermore, social networking technologies have played an essential role in augmenting the speaking proficiencies of ESL learners in the digital age (Darsih et al., 2021). For instance, students can improve their speaking skills through the ELSA Speak App. An automated speech recognition application that demonstrated efficacy in improving pronunciation skills and motivation through this mobile application.

This study encompassed a comprehensive two-part evaluation comprising pre-test and post-test cycles. The pre-test aimed at the initial proficiency levels of the participants before introducing the ELSA Speak as the treatment—subsequently, the treatment phase involved utilizing various free features accessible within the ELSA Speak App. The ELSA AI feature is involved as part of the treatment, where students practice their speaking abilities in conversation with broad context and interest. The AI will immediately answer the students as if they were in real conversation. At the end of the session, the AI will send a summary of instant feedback of what the students have said with the correction of stressing, pronunciation, and level of fluency.

Following this intervention, the researchers administered a post-test to assess the student's proficiency levels after employing ELSA Speak as the treatment protocol. Our findings showed that students' oral proficiency is showing improvement. This finding is in line with (Pangastuti, 2021), who conducted the same method design that found the ELSA Speak app affected the pronunciation skills of the 8th-grade junior high school students in a tuition center, Rumah Belajar Unggulan.

The outcomes affirm the significant contribution of the ELSA Speak App in facilitating students' development of spoken language skills, especially in honing pronunciation abilities. The advancement observed in students' pronunciation skills is notably attributed to the app's capability of providing instant feedback, a feature widely acknowledged and appreciated by students. This aligns with Yosintha and Rekha (2022), where they highlight the app's effectiveness for pronunciation learning. ELSA Speak has everything students need to study pronunciation independently at their own pace and different levels. As well as Saragih et al. (2021), ELSA Speak offers users a wide range of benefits. In addition to the pronunciation lessons in the app, different types of material can be learned, such as conversational simulations for the IELTS exam and others.

In the earlier study, Hunt-Gómez and Navarro-Pablo (2020) underlined that pronunciation skills support the development of other language skills as they cannot be learned separately. As well as stated by Nunan (1989), cited in Masuram and Sripada (2019), this also involves speaking to produce systematic verbal utterances to convey meaning. To help them establish practical communication aspects, this application ensures that students can pronounce words correctly and also helps improve their speaking fluency and accuracy. Furthermore, it is also aligned with the study conducted by Samad and Aminullah (2019), who stated that it is designed to assist learners in speaking English more fluidly and with greater confidence. Nonetheless, it is of the utmost importance for language learners to draw emphasis to the patterns and features in language use while considering the advantages of ELSA Speak for English language learning that is worthwhile for EFL students as well as for non-English majoring students to give it a try to improve their speaking skills.

Numerous content categories are available, particularly proven beneficial courses tailored to different English proficiency levels. Specifically, elements like vowel and consonant sounds, diphthongs, syllables, and word stress serve as helpful study references. The students showed great enthusiasm when using the ELSA Speak Application for pronunciation. It shapes and manages their learning attitudes, enabling self-paced learning. This aligns with Haryadi and Aprianoto (2020), who support the benefits of pronunciation apps for independent learning and class participation. Surveys conducted among students revealed that the result is higher. This finding is similar to that of Carter et al. (2020), asserting that technological media flexibility in online learning aids learner self-autonomy. The application significantly aids students in learning to

pronounce and speak, making it convenient and beneficial in classrooms. It is a new app that offers a range of features, including grading levels of student comprehension in English from beginner to advanced. Along with various features, the apps support both students' autonomous learning and teachers in pedagogical design.

In agreement with the earlier research, systematic observation of students' use of ELSA Speak within the classroom highlighted the app's immediate feedback as an additional dimension of its effectiveness. Students responded positively to ELSA Speak, possibly attributed to their foremost need for immediate feedback to enhance speaking skills. The app's instantaneous and direct feedback eliminated the need to wait for lecturer feedback, fostering an independent corrective environment for students. This corresponds with Darsih et al. (2021), which indicates that students strongly agree with the quality of feedback provided by ELSA Speak's activities, affirming the software's commendable assessment and flexible design. Educators can also use this benefit to help them assess the students of their active practice inside the class.

This also aligns with Karim et al. (2023) study that underscores the efficacy of ELSA Speak in delivering valuable feedback on learners' spoken proficiency to practice. The consequent enhancement of speaking capabilities, producing more coherent and error-free oral compositions, is a noteworthy accomplishment and valuable tool. As well as Dini et al. (2021), cited in Yosintha and Rekha (2022), also found the distinct advantage of ELSA Speak's immediate feedback that can firmly affirm the significance of ELSA Speak in providing feedback to students for EFL classes at present times at any given moments. Furthermore, the enrichment of students' language competence and speaking comprehension via AI feedback validates the application of AI feedback in EFL speaking classes as a form of learning assistance from an empirical and theoretical standpoint.

Further study is recommended to explore the long-term effects of the ELSA Speak App on students' EFL speaking skills. An in-depth investigation should be conducted to evaluate the enduring impact of the App. A longitudinal study is advocated to gain comprehensive insights into the sustainability of the noted enhancements over an extended period. Additionally, it is proposed to examine the incorporation of the ELSA Speak App into teacher training programs from the teacher's perspective. The aim is to evaluate how educators can adeptly integrate this technological tool into their pedagogical approaches, thereby augmenting students' speaking proficiency.

CONCLUSION

The importance of English-speaking skills proficiency among Indonesian students is considered high due to ongoing challenges in their oral proficiency. The limited availability of time and opportunities for students to engage in real-life conversational practice remains a significant concern. Along with this, as the majority of Indonesians are non-native English speakers and have restricted access to native speakers, their competence in English pronunciation remains low. A considerable proportion of students in Indonesia still exhibit traces of their native language influence in their English pronunciation. It is evident that effective oral communication is not merely a linguistic skill but also a transferable competence with extensive implications. Technology, such as the ELSA Speak App, can facilitate language learners' access to digital communication tools to enhance their speaking abilities.

This app is a beneficial instrument for enhancing English speaking proficiency amongst first-semester students at UIN Syarif Hidayatullah Jakarta, showing a promising future. Consequently, the ELSA Speak App is a productive approach to improving speaking skills in English. The app's key feature, AI instant feedback, played a crucial role in stimulating autonomous learning, contributing to the overall enhancement of students' EFL speaking skills. However, the research was limited to a subset of the population of first-year college students consisting of one class, which limits the generalizability of the findings to a broader student population. The long-term impacts of the app were not precisely measured due to the study's limited course duration.

Furthermore, the ELSA Speak application was designated as an advantageous autonomous learning resource, providing techniques for amplifying oral expertise for students within the Department of English Education. However, further study is recommended to explore the long-term effects of the ELSA Speak App on students' EFL speaking skills, especially those in tertiary levels who study in the English major. An in-depth investigation should be conducted to evaluate the long-term impact of the app. Considering a longitudinal study is advocated to gain comprehensive insights into the sustainability of the noted enhancements over an extended period. Therefore, it is proposed to examine the incorporation of the ELSA Speak App into teacher training programs from the teacher's perspective. The aim is to evaluate how educators can adeptly integrate this technological tool into their pedagogical approaches, augmenting students' speaking proficiency.

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